

Senate File 2284 - Introduced

SENATE FILE 2284
BY COMMITTEE ON EDUCATION

(SUCCESSOR TO SSB 3171)

A BILL FOR

1 An Act relating to programs and activities under the purview of
2 the department of education, the state board of education,
3 the board of educational examiners, the state board of
4 regents, school districts, and accredited nonpublic schools.
5 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

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DIVISION I

COMPETENCY-BASED INSTRUCTION

Section 1. Section 256.7, subsection 26, paragraph a, Code Supplement 2011, is amended by adding the following new subparagraph:

NEW SUBPARAGRAPH. (02) The rules shall allow a school district or accredited nonpublic school to award high school credit to a student upon the demonstration of required competencies for a course or content area, as approved by an appropriately licensed teacher. The school district or accredited nonpublic school shall determine the assessment methods by which a student demonstrates sufficient evidence of the required competencies.

Sec. 2. Section 256.11, subsection 5, unnumbered paragraph 1, Code 2011, is amended to read as follows:

~~In grades nine through twelve, a unit of credit consists of a course or equivalent related components or partial units taught throughout the academic year.~~ The minimum program to be offered and taught for grades nine through twelve is:

Sec. 3. Section 256.11, Code 2011, is amended by adding the following new subsection:

NEW SUBSECTION. 5A. a. As used in subsection 5, "unit" means a course which meets one of the following criteria:

- (1) The course is taught for at least two hundred minutes per week for thirty-six weeks.
- (2) The course is taught for the equivalent of one hundred twenty hours of instruction.

b. A student shall receive a unit of credit or a partial unit of credit upon successful completion of a course which meets one of the criteria in paragraph "a" or related components equivalent to a course which meets one of the criteria in paragraph "a". A partial unit of credit shall be calculated in a manner consistent with this subsection. A student may receive credit on a performance basis through the administration of an assessment, provided the assessment covers

1 the competencies ordinarily included in the regular course.

2 DIVISION II

3 CORE CURRICULUM FRAMEWORK AND CORE CONTENT STANDARDS

4 Sec. 4. Section 256.7, subsection 26, paragraph a, Code
5 Supplement 2011, is amended to read as follows:

6 a. Adopt rules that establish a core curriculum and high
7 school graduation requirements for all students in school
8 districts and accredited nonpublic schools that include at a
9 minimum satisfactory completion of four years of English and
10 language arts, three years of mathematics, three years of
11 science, and three years of social studies.

12 (1) The rules establishing high school graduation
13 requirements shall authorize a school district or
14 accredited nonpublic school to consider that any student who
15 satisfactorily completes a high school-level unit ~~of English~~
16 ~~or language arts, mathematics, science, or social studies~~ has
17 satisfactorily completed a unit of the high school graduation
18 requirements for that area as specified in this lettered
19 paragraph "a", and shall authorize the school district or
20 accredited nonpublic school to issue high school credit for the
21 unit to the student.

22 (2) The rules establishing a core curriculum shall address
23 the core content standards in subsection 28 and the skills and
24 knowledge students need to be successful in the twenty-first
25 century. The core curriculum shall include, including but not
26 limited to English and language arts, mathematics, science,
27 social studies and twenty-first century learning skills which
28 include but are not limited to, music and other fine arts,
29 applied arts, foreign languages, physical education, character
30 education, entrepreneurship education, civic literacy,
31 health literacy, technology literacy, financial literacy, and
32 employability skills; and shall address the curricular needs of
33 students in kindergarten through grade twelve in those areas.
34 The department shall further define the twenty-first century
35 learning skills components by rule.

1 Sec. 5. Section 256.9, subsection 53, Code Supplement 2011,
2 is amended to read as follows:

3 53. a. Develop and distribute, in collaboration with the
4 area education agencies, core curriculum technical assistance
5 and implementation strategies that school districts and
6 accredited nonpublic schools shall utilize, including but
7 not limited to the development and delivery of formative and
8 end-of-course model assessments classroom teachers may use
9 to measure student progress on the core curriculum adopted
10 pursuant to section 256.7, subsection 26. ~~The department~~
11 ~~shall, in collaboration with the advisory group convened in~~
12 ~~accordance with paragraph "b" and educational assessment~~
13 ~~providers, identify and make available to school districts~~
14 ~~end-of-course and additional model end-of-course and additional~~
15 ~~assessments to align with the expectations included in the Iowa~~
16 ~~core curriculum.~~ The model assessments shall be suitable to
17 meet the multiple assessment measures requirement specified in
18 section 256.7, subsection 21, paragraph "c".

19 b. Convene an a core curriculum framework and core content
20 standards advisory group comprised council.

21 (1) The council shall be comprised of education
22 stakeholders including but not limited to school district and
23 accredited nonpublic school teachers, school administrators,
24 higher education faculty who teach in the subjects for which
25 the curriculum is being adopted, private sector employers,
26 members of the boards of directors of school districts, and
27 individuals representing the educational assessment providers.
28 The council shall elect a chairperson from among its members
29 and adopt rules of procedure. The members of the council shall
30 serve without compensation, but may be reimbursed for actual
31 expenses incurred in carrying out their duties. The department
32 shall provide staff support to the council.

33 (2) The ~~task force~~ advisory council shall review the
34 national assessment of educational progress standards and
35 assessments used by other states, and shall consider standards

1 identified as best practices in the field of study by the
2 ~~national councils of teachers of English and mathematics,~~
3 ~~the national council for the social studies, the national~~
4 ~~science teachers association~~ nationally recognized entities
5 representing teachers of core curriculum subject areas, and
6 other recognized experts; and shall review the core curriculum
7 and core content standards adopted pursuant to section 256.7,
8 subsections 26 and 28. In making recommendations, the advisory
9 council's goal shall be to increase student achievement and
10 academic growth under the core curriculum and core content
11 standards and to achieve or identify measures to achieve any
12 related objectives established in law. The advisory council
13 shall submit its findings and recommendations annually in a
14 report to the general assembly by November 1.

15 Sec. 6. Section 256.9, subsection 54, Code Supplement 2011,
16 is amended by striking the subsection.

17 DIVISION III

18 REGIONAL PARENT ADVOCACY NETWORKS

19 Sec. 7. Section 273.2, Code Supplement 2011, is amended by
20 adding the following new subsection:

21 NEW SUBSECTION. 10. *a.* The area education agency board
22 shall establish a regional parent advocacy network to create
23 an integrated, accessible set of community-wide resources to
24 support learning and development by July 1, 2013. A regional
25 parent advocacy network shall include at least one parent
26 representative from each school district in the area. The area
27 education agency administrator shall coordinate efforts with
28 the board of directors of each school district to facilitate
29 the establishment and maintenance of the regional parent
30 advocacy network.

31 *b.* In addition to any other responsibilities, a regional
32 parent advocacy network shall develop a plan for better
33 coordination between area education agencies, school districts,
34 and parents regarding children's mental health services.

35 Sec. 8. NEW SECTION. 279.68 **Regional parent advocacy**

1 network.

2 1. The board of directors of each school district shall
3 coordinate with the area education agency administrator to
4 facilitate the establishment and maintenance of a regional
5 parent advocacy network pursuant to section 273.2, subsection
6 10. The board of directors of each school district, in
7 coordination with the area education agency administrator,
8 shall select at least one parent representative from the school
9 district to serve on the regional parent advocacy network.
10 Parent representatives shall be reflective of the student
11 population in the school district.

12 2. If the board of directors of a school district selects
13 more than one parent representative to serve on the regional
14 parent advocacy network, the board shall select a number of
15 parent representatives such that each parent representative
16 represents six hundred fifty students, or as close to that
17 number as is feasible.

18 DIVISION IV

19 TEACHER AND ADMINISTRATOR MATTERS

20 Sec. 9. Section 256.7, Code Supplement 2011, is amended by
21 adding the following new subsection:

22 NEW SUBSECTION. 31. Adopt rules establishing a statewide
23 teacher evaluation system and a statewide administrator
24 evaluations system in accordance with section 256.9, subsection
25 64.

26 Sec. 10. Section 256.9, Code Supplement 2011, is amended by
27 adding the following new subsection:

28 NEW SUBSECTION. 64. a. Develop a statewide teacher
29 evaluation system and a statewide administrator evaluation
30 system that school districts, charter schools, and accredited
31 nonpublic schools shall use to standardize the instruments
32 and processes used to evaluate teachers and administrators
33 throughout the state.

34 b. The components of the statewide teacher evaluation system
35 shall include but not be limited to the following:

1 (1) Direct observation of classroom teaching behaviors.

2 (2) Balanced consideration of student growth measures, when
3 available for tested subjects and grades, to supplement direct
4 observation of classroom teaching behaviors.

5 (3) Integration of the Iowa teaching standards.

6 (4) System applicability to teachers in all content areas
7 taught in a school.

8 Sec. 11. Section 284.4, subsection 1, paragraph c,
9 unnumbered paragraph 1, Code 2011, is amended to read as
10 follows:

11 Create a teacher quality committee. The committee shall
12 meet at least quarterly and have equal representation of
13 administrators and teachers. The teacher members shall
14 be appointed by the certified employee organization if one
15 exists, and if not, by the school district's or agency's
16 administration. The administrator members shall be appointed
17 by the school board. However, if a school district can
18 demonstrate that an existing professional development,
19 curriculum, or student improvement committee has significant
20 stakeholder involvement and a leadership role in the school
21 district, the appointing authorities may mutually agree to
22 assign to the existing committee the responsibilities set forth
23 in this paragraph "c", to appoint members of the existing
24 committee to the teacher quality committee, or to authorize
25 the existing committee to serve in an advisory capacity to the
26 teacher quality committee. The committee shall do all of the
27 following:

28 Sec. 12. Section 284.4, subsection 1, paragraph c, Code
29 2011, is amended by adding the following new subparagraph:

30 NEW SUBPARAGRAPH. (6) Provide leadership in the
31 development and adoption of professional development plans and
32 activities, and engage in leading knowledgeable and responsive
33 professional development for the school district or area
34 education agency.

35 Sec. 13. Section 284.6, subsection 1, unnumbered paragraph

1 1, Code Supplement 2011, is amended to read as follows:

2 The department shall coordinate a statewide network of
3 professional development for Iowa teachers which collaborates
4 with teacher quality committees created pursuant to section
5 284.4, subsection 1, and annually provides the committees with
6 best practices in professional development that address unique
7 local needs and school district learning goals identified
8 by local school boards, administrators, and teacher quality
9 committees. A school district or professional development
10 provider that offers a professional development program in
11 accordance with section 256.9, subsection 46, shall demonstrate
12 that the program contains the following:

13 Sec. 14. Section 284.6, subsection 8, Code Supplement 2011,
14 is amended to read as follows:

15 8. For each year in which a school district receives funds
16 calculated and paid to school districts for professional
17 development pursuant to section 257.10, subsection 10, or
18 section 257.37A, subsection 2, the school district shall create
19 quality professional development opportunities. Not less
20 than two hours per instructional week shall be set aside to
21 allow practitioners to collaborate with each other to deliver
22 educational programs and assess student learning. The goal
23 for the use of the funds is to provide one additional contract
24 day or the equivalent thereof for professional development
25 and use of the funds is limited to providing professional
26 development to teachers, including additional salaries for time
27 beyond the normal negotiated agreement; pay for substitute
28 teachers, professional development materials, speakers, and
29 professional development content; and costs associated with
30 implementing the individual professional development plans.
31 The use of the funds shall be balanced between school district,
32 attendance center, and individual professional development
33 plans, making every reasonable effort to provide equal access
34 to all teachers.

35 Sec. 15. Section 284.8, subsections 1 and 2, Code 2011, are

1 amended to read as follows:

2 1. A school district shall provide for an annual
3 review a of each teacher's performance at least once every
4 ~~three years~~ for purposes of assisting teachers in making
5 continuous improvement, documenting continued competence in
6 the Iowa teaching standards, identifying teachers in need of
7 improvement, or to determine whether the teacher's practice
8 meets school district expectations for career advancement in
9 accordance with section 284.7. The review shall include, at
10 minimum, classroom observation of the teacher, the teacher's
11 progress, and implementation of the teacher's individual
12 professional development plan, subject to the level of
13 resources provided to implement the plan; and shall include
14 supporting documentation from parents, students, and other
15 teachers. The first and second year of review shall be
16 conducted by a peer group of teachers. The peer group shall
17 review all of the peer group members. Peer group reviews
18 shall be formative and shall be conducted on an informal,
19 collaborative basis that is focused on assisting each peer
20 group member in achieving the goals of the teacher's individual
21 professional development plan. Peer group reviews shall not
22 be the basis for recommending that a teacher participate in
23 an intensive assistance program, and shall not be used to
24 determine the compensation, promotion, layoff, or termination
25 of a teacher, or any other determination affecting a teacher's
26 employment status. Members of the peer group shall be reviewed
27 every third year by at least one evaluator certified in
28 accordance with section 284.10.

29 2. If a supervisor or an evaluator determines, ~~at any time,~~
30 ~~as a result of a teacher's performance that the~~ a teacher
31 is not meeting district expectations under the Iowa teaching
32 standards specified in section 284.3, subsection 1, paragraphs
33 "a" through "h", the criteria for the Iowa teaching standards
34 developed by the department in accordance with section 256.9,
35 subsection 46, and any other standards or criteria established

1 in the collective bargaining agreement, the evaluator shall,
2 at the direction of the teacher's supervisor, recommend to
3 the district that the teacher participate in an intensive
4 assistance program. The intensive assistance program and
5 its implementation are subject to negotiation and grievance
6 procedures established pursuant to chapter 20. All school
7 districts shall be prepared to offer an intensive assistance
8 program.

9 Sec. 16. Section 284A.7, Code 2011, is amended to read as
10 follows:

11 **284A.7 Evaluation requirements for administrators.**

12 1. A school district shall conduct an annual evaluation
13 of an administrator who holds a professional administrator
14 license issued under chapter 272 ~~at least once every three~~
15 ~~years~~ for purposes of assisting the administrator in making
16 continuous improvement, documenting continued competence in
17 the Iowa standards for school administrators adopted pursuant
18 to section 256.7, subsection 27, or to determine whether the
19 administrator's practice meets school district expectations.
20 The ~~review~~ evaluation shall include, at a minimum, an
21 assessment of the administrator's competence in meeting the
22 Iowa standards for school administrators and the goals of the
23 administrator's individual professional development plan,
24 including supporting documentation or artifacts aligned to the
25 Iowa standards for school administrators and the individual
26 administrator's professional development plan.

27 2. A school district shall adopt the statewide
28 administrator evaluation system developed pursuant to section
29 256.9, subsection 64.

30 Sec. 17. STATEWIDE EDUCATOR EVALUATION SYSTEM TASK
31 FORCE. The director of the department of education shall
32 appoint, and provide staffing services for, a task force to
33 conduct a study regarding a statewide teacher evaluation
34 system and a statewide administrator evaluation system. The
35 study of a statewide teacher evaluation system shall include a

1 review of student growth measures described in section 256.9,
2 subsection 64, paragraph "b", subparagraph (2), as enacted in
3 this division of this Act. Membership of the task force shall
4 include but not be limited to an individual representing an
5 accredited institution of higher education. To the extent
6 possible, appointments shall be made to provide geographical
7 area representation and to comply with sections 69.16, 69.16A,
8 and 69.16C. The task force, at a minimum, shall include in its
9 recommendations and proposal a tiered evaluation system that
10 differentiates ineffective, minimally effective, effective, and
11 highly effective performance by teachers and administrators.
12 The task force shall submit its findings, recommendations, and
13 a proposal for each system to the general assembly by October
14 15, 2012.

15 Sec. 18. ADMINISTRATOR PREPARATION AND LICENSURE REVIEW
16 TASK FORCE.

17 1. The department of education, in collaboration with
18 the board of educational examiners and the postsecondary
19 institutions with approved administrator preparation programs
20 located in this state, shall convene a task force to identify
21 and recommend measures to improve Iowa's administrator
22 preparation and licensure practices. The task force shall also
23 do the following:

24 a. Identify measures to increase the quality of the
25 administrator mentoring and induction experience, determine
26 the best practices that establish principals as instructional
27 leaders, including but not limited to defining and promoting
28 high expectations of teachers, elimination of teacher isolation
29 and fragmented effort, and measures that create connections
30 with teachers and classrooms.

31 b. Determine a timeline and identify barriers to
32 incorporating into the requirements for administrator
33 preparation program approval research-based practices that
34 promote student achievement and include but are not limited to
35 the following:

1 (1) Shaping a vision of academic success for all students
2 based on high standards.

3 (2) Creating a climate hospitable to education in order that
4 safety, a cooperative spirit, and other foundations of fruitful
5 interaction prevail.

6 (3) Cultivating leadership in others so that teachers and
7 other adults assume their part in realizing the school vision.

8 (4) Improving instruction to enable teachers to teach at
9 their best and students to learn at their utmost.

10 (5) Managing people, data, and processes to foster school
11 improvement.

12 c. Identify the necessary components of separate
13 license and endorsement requirements for principals at the
14 prekindergarten through grade six level and at the grade seven
15 through twelve level.

16 d. Identify the components necessary for new endorsements
17 relating to specialty areas including but not limited to the
18 following:

19 (1) School turn-around.

20 (2) Closing achievement gaps through leadership.

21 (3) High-poverty, at-risk populations.

22 2. The task force shall consist of teachers, administrators
23 including superintendents, and representatives of the
24 department of education, the board of educational examiners,
25 school administrators of Iowa, and approved practitioner
26 preparation institutions. The department, the board, and
27 the postsecondary institutions with approved administrator
28 preparation programs located in this state may mutually agree
29 to appoint other education stakeholders as task force members.

30 3. The task force shall meet quarterly and shall submit
31 its findings and recommendations, including recommendations
32 for changes to the Iowa Code as appropriate, to the general
33 assembly by November 15, 2013.

34 Sec. 19. REPEAL. Section 284.14A, Code 2011, is repealed.

35 Sec. 20. IOWA TEACHING STANDARDS AND CRITERIA REVIEW TASK

1 FORCE.

2 1. The department of education shall convene a task force to
3 identify and recommend measures to improve the Iowa teaching
4 standards and criteria, and the educator evaluations conducted
5 based on the Iowa teaching standards.

6 2. The task force shall consist of teachers,
7 administrators, and representatives of the department of
8 education, the board of educational examiners, an organization
9 representing teachers, accredited institutions of higher
10 education, and any other appropriate educational stakeholders.

11 3. The task force shall submit its findings and
12 recommendations, including recommendations for changes to the
13 Iowa Code as appropriate, to the general assembly by November
14 15, 2012.

15 Sec. 21. TEACHING AND ADMINISTRATION STANDARDS REPORT. By
16 January 1, 2013, the state board of education shall submit a
17 report to the general assembly recommending Iowa teaching and
18 administration standards that are aligned with best practices
19 and nationally accepted standards. The report shall include
20 recommendations for changes to the Code of Iowa as appropriate.

21 DIVISION V

22 TOBACCO PROHIBITED ON SCHOOL GROUNDS

23 Sec. 22. Section 279.9, Code 2011, is amended to read as
24 follows:

25 **279.9 Use of tobacco, alcoholic beverages, or controlled**
26 **substances.**

27 1. The rules shall prohibit the use of tobacco, including
28 nicotine products, and the use or possession of alcoholic
29 liquor, wine, or beer or any controlled substance as defined in
30 section 124.101, subsection 5, by any student of the schools,
31 and the or by anyone on school grounds, is prohibited. A
32 school board may suspend or expel a student for a violation of
33 a rule under this section. For violation of this section a
34 school board may remove a person from school grounds and may
35 bar the person's future presence on school grounds.

1 means of telecommunications originates.

2 **b.** The rules shall provide that when the curriculum is
3 taught by an appropriately licensed teacher at the location
4 at which the telecommunications originates, the curriculum
5 received at a remote site shall be under the supervision of a
6 licensed teacher. The licensed teacher at the originating site
7 may provide supervision of students at a remote site or the
8 school district in which the remote site is located may provide
9 for supervision at the remote site if the school district deems
10 it necessary or if requested to do so by the licensed teacher
11 at the originating site.

12 **c.** For the purposes of this subsection, "*supervision*" means
13 that the curriculum is monitored by a ~~licensed~~ licensed
14 under chapter 272 and the teacher is accessible to the students
15 receiving the curriculum by means of telecommunications or
16 delivery over the internet.

17 ~~e.~~ **d.** The state board shall establish an advisory
18 committee to make recommendations for rules required under
19 this subsection on the use of telecommunications as an
20 instructional tool and for educational instruction and content
21 delivery primarily over the internet. The committee shall be
22 composed of representatives from community colleges and other
23 accredited institutions of higher education, area education
24 agencies, accredited or approved nonpublic schools, and
25 local school districts from various enrollment categories.
26 The representatives shall include board members, school
27 administrators, teachers, parents, students, and associations
28 interested in education.

29 ~~d.~~ **e.** For the purpose of the rules adopted by the state
30 board, telecommunications means narrowcast communications
31 through systems that are directed toward a narrowly defined
32 audience and includes interactive live communications, and
33 coursework delivered over the internet may also be referred to
34 as online learning.

35 **8.** Rules adopted under this section shall provide ~~that~~ the

1 following:

2 a. That telecommunications and delivery of curriculum over
3 the internet shall not be used by school districts as the
4 exclusive means to provide any course which is required by the
5 minimum educational standards for accreditation.

6 b. That not more than fifty percent of a student's
7 coursework may be delivered over the internet, except when it
8 is medically necessary for a student to take an extended leave
9 of absence from the classroom.

10 c. That a school district implementing an online learning
11 curriculum at its discretion may offer courses developed by
12 private providers. However, such courses shall meet the
13 requirements of this subsection and subsections 7 and 9.

14 9. Develop evaluation procedures that will measure
15 the effects of instruction by means of telecommunications
16 or delivered over the internet on student achievement,
17 socialization, intellectual growth, motivation, and other
18 related factors deemed relevant by the state board, for the
19 development of an educational database. The state board shall
20 consult with the state board of regents and the practitioner
21 preparation departments at its institutions, other practitioner
22 preparation departments located within private colleges and
23 universities, educational research agencies or facilities,
24 and other agencies deemed appropriate by the state board, in
25 developing these procedures.

26 Sec. 24. Section 256.9, Code Supplement 2011, is amended by
27 adding the following new subsection:

28 NEW SUBSECTION. 65. Develop and establish an online
29 learning program model that meets the requirements of section
30 256.7, subsections 7, 8, and 9, prepares teachers to meet the
31 needs of students in an online environment, including but
32 not limited to building community, developing strategies for
33 working with virtual students, and assessing virtual students.

34 Sec. 25. NEW SECTION. 256.24 Iowa learning online
35 initiative.

1 1. An Iowa learning online initiative is established within
2 the department of education to partner with school districts to
3 provide distance education to high school students statewide.
4 The department shall utilize a variety of content repositories,
5 including those maintained by the area education agencies
6 and the public broadcasting division, in administering the
7 initiative.

8 2. Coursework offered under the initiative shall
9 meet the requirements of section 256.7, subsections
10 7, 8, and 9, and shall be taught by an appropriately
11 licensed teacher who has completed an online-learning
12 -for-Iowa-educators-professional-development project offered
13 by area education agencies, a teacher preservice program, or
14 comparable coursework.

15 3. Under the initiative, students must be enrolled in
16 a participating school district, which is responsible for
17 recording grades received for initiative coursework in a
18 student's permanent record, awarding high school credit for
19 initiative coursework, and issuing high school diplomas to
20 students enrolled in the district who participate and complete
21 coursework under the initiative. Each participating school
22 shall identify a site coordinator to serve as a student
23 advocate and as a liaison between the initiative staff and
24 teachers and the school district.

25 4. Coursework offered under the initiative shall be
26 rigorous and high quality, and the department shall annually
27 evaluate the quality of the courses, ensure that coursework
28 is aligned with the state's core curriculum and core content
29 requirements and standards, as well as national standards
30 of quality for online courses issued by an internationally
31 recognized association for kindergarten through grade twelve
32 online learning.

33 Sec. 26. Section 256.33, subsection 3, Code 2011, is amended
34 to read as follows:

35 3. Priority shall be given to programs integrating

1 ~~telecommunications~~ educational technology into the classroom.
2 The department may award grants to school corporations and
3 higher education institutions to perform the functions listed
4 in this section.

5 Sec. 27. Section 279.47, Code 2011, is amended to read as
6 follows:

7 **279.47 Telecommunications and internet delivery —**
8 **participation by school districts in database development.**

9 The board of directors of each school district ~~utilizing~~
10 ~~telecommunications as an instructional tool~~ providing
11 instruction by means of telecommunications or delivered over
12 the internet shall participate in procedures adopted by the
13 state board of education under section 256.7, subsection 9.

14 DIVISION VII

15 BOARD OF EDUCATIONAL EXAMINERS PROVISIONS

16 Sec. 28. Section 272.5, Code 2011, is amended to read as
17 follows:

18 **272.5 Compensation of board, — executive director.**

19 1. Members shall be reimbursed for actual and necessary
20 expenses incurred while engaged in their official duties
21 and may be entitled to per diem compensation as authorized
22 under section 7E.6. For duties performed during an ordinary
23 school day by a member who is employed by a school corporation
24 or state university, the member shall also receive regular
25 compensation from the school or university. However, the
26 member shall reimburse the school or university in the amount
27 of the per diem compensation received.

28 2. The governor shall appoint an executive director of the
29 board of educational examiners subject to confirmation by the
30 senate. The director shall possess a background in education
31 licensure and administrative experience and shall serve at the
32 pleasure of the governor. The board of educational examiners
33 shall set the salary of the executive director within the range
34 established for the position by the general assembly.

35 Sec. 29. Section 272.25, subsection 1, Code 2011, is amended

1 to read as follows:

2 1. A requirement that each student admitted to an approved
3 practitioner preparation program must participate in field
4 experiences that include both observation and participation in
5 teaching activities in a variety of school settings. These
6 field experiences shall comprise a total of at least fifty
7 hours in duration, at least ten hours of which shall occur
8 prior to a student's acceptance in an approved practitioner
9 preparation program. The student teaching experience shall
10 be a minimum of ~~twelve~~ fourteen weeks in duration during the
11 student's final year of the practitioner preparation program.
12 The program must make every reasonable effort to offer the
13 student teaching experience prior to a student's last semester,
14 or equivalent, in the program, and to expand the student's
15 student teaching opportunities beyond one semester or the
16 equivalent.

17 DIVISION VIII

18 SCHOOL ADMINISTRATION MANAGER

19 Sec. 30. Section 256.7, subsection 30, Code Supplement
20 2011, is amended to read as follows:

21 30. Set standards and procedures for the approval of
22 training programs for individuals who seek an authorization
23 ~~issued by the board of educational examiners~~ under section
24 256.117 for employment the following:

25 a. Employment as a school business official responsible for
26 the financial operations of a school district.

27 b. Employment as a school administration manager responsible
28 for assisting a school principal in performing noninstructional
29 duties.

30 Sec. 31. Section 272.31, Code 2011, is amended by adding the
31 following new subsection:

32 NEW SUBSECTION. 2A. The board shall issue a school
33 administration manager authorization to an individual who
34 successfully completes a training program that meets the
35 standards set by the state board pursuant to section 256.7,

1 subsection 30, and who complies with rules adopted by the state
2 board pursuant to subsection 3.

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DIVISION IX

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STATE BOARD OF REGENTS PROVISIONS

5 Sec. 32. Section 262.9, Code Supplement 2011, is amended by
6 adding the following new subsection:

7 NEW SUBSECTION. 36. Develop a program for implementing
8 continuous improvement methodologies in every undergraduate
9 course offered by an institution of higher education governed
10 by the board. For courses with enrollments of three hundred or
11 more annually, whether in one or multiple sections, continuous
12 improvement plans shall be developed and implemented beginning
13 in the fall semester of 2013. The board shall annually
14 evaluate the effectiveness of the methodologies and plans and
15 shall submit its findings and recommendations in a report to
16 the general assembly by November 1.

17 Sec. 33. Section 262.30, Code Supplement 2011, is amended
18 to read as follows:

19 **262.30 ~~Contracts for practitioner~~ Practitioner preparation**
20 **— contracts — report.**

21 1. The board of directors of any school district in the
22 state of Iowa may enter into contract with the state board of
23 regents for furnishing instruction to pupils of such school
24 district, and for practitioner preparation for the schools
25 of the state in such particular lines of demonstration and
26 instruction as are deemed necessary for the efficiency of the
27 university of northern Iowa, state university of Iowa, and Iowa
28 state university of science and technology as training schools
29 for practitioners.

30 2. Beginning July 1, 2012, the state board of regents shall
31 conduct annually a study relating to the admission requirements
32 common to the state universities' practitioner preparation
33 programs and the cumulative grade point averages of all
34 students entering and exiting the programs. The board shall
35 make every reasonable effort to coordinate with accredited

1 private institutions that offer approved practitioner
2 preparation programs in the collection of the institutions'
3 admission requirements and the cumulative grade point averages
4 of all students entering and exiting such programs. The study
5 shall include, as applicable, the progress of such students
6 toward meeting student teaching and graduation requirements,
7 success in obtaining teaching licenses, knowledge of content
8 areas, and employment as practitioners in this state. The
9 board shall submit its findings and recommendations to the
10 general assembly by December 1 annually.

11 Sec. 34. NEW SECTION. 268.8 Science, technology,
12 engineering, and mathematics collaborative initiative.

13 1. A science, technology, engineering, and mathematics
14 collaborative initiative is established at the university of
15 northern Iowa for purposes of supporting activities directly
16 related to recruitment of prekindergarten through grade twelve
17 mathematics and science teachers for ongoing mathematics and
18 science programming for students enrolled in prekindergarten
19 through grade twelve.

20 2. The collaborative initiative shall prioritize student
21 interest in achievement in science, technology, engineering,
22 and mathematics; reach every student and teacher in every
23 school district in the state; identify, recruit, prepare,
24 and support the best mathematics and science teachers; and
25 sustain exemplary programs through the university's Iowa
26 mathematics and science education partnership. The university
27 shall collaborate with the community colleges to develop
28 science, technology, engineering, and mathematics professional
29 development programs for community college instructors and for
30 purposes of science, technology, engineering, and mathematics
31 curricula development.

32 3. Subject to an appropriation of sufficient funds by
33 the general assembly, the initiative shall administer the
34 following:

35 a. Regional science, technology, engineering, and

1 mathematics networks for Iowa, the purpose of which is to
2 equalize science, technology, engineering, and mathematics
3 education enrichment opportunities available to learners
4 statewide. The initiative shall establish six geographically
5 similar regional science, technology, engineering, and
6 mathematics networks across Iowa that complement and leverage
7 existing resources, including but not limited to extension
8 service assets, area education agencies, state accredited
9 postsecondary institutions, informal educational centers,
10 school districts, economic development zones, and existing
11 public and private science, technology, engineering, and
12 mathematics partnerships. Each network shall be managed
13 by a highly qualified science, technology, engineering,
14 and mathematics advocate positioned at a network hub to
15 be determined through a competitive application process.
16 Oversight for each regional network shall be provided by
17 a regional advisory board. Members of the board shall be
18 appointed by the governor. The membership shall represent
19 prekindergarten through grade twelve school districts
20 and schools, and higher education, business, nonprofit
21 organizations, youth agencies, and other appropriate
22 stakeholders.

23 *b.* A focused array of the best science, technology,
24 engineering, and mathematics enrichment opportunities, selected
25 through a competitive application process, that can be expanded
26 to meet future needs. A limited, focused list of selected
27 exemplary programs shall be made available to each regional
28 network.

29 *c.* Statewide science, technology, engineering, and
30 mathematics programming designed to increase participation of
31 students and teachers in successful learning experiences; to
32 increase the number of science, technology, engineering, and
33 mathematics-related teaching majors offered by the state's
34 universities; to elevate public awareness of the opportunities;
35 and to increase collaboration and partnerships.

1 4. The initiative shall evaluate the effectiveness of
2 programming to document best practices.

3 DIVISION X

4 NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS AWARDS
5 Sec. 35. Section 256.44, subsection 1, paragraph a, Code
6 2011, is amended to read as follows:

7 a. If a teacher registers for national board for
8 professional teaching standards certification ~~by~~ after December
9 31, 2007, a one-time initial reimbursement award in the amount
10 of up to one-half of the registration fee paid by the teacher
11 for registration for certification by the national board for
12 professional teaching standards. The teacher shall apply to
13 the department ~~within one year of registration~~ in a manner and
14 according to procedures required by the department, submitting
15 to the department any documentation the department requires.
16 A teacher who receives an initial reimbursement award shall
17 receive a one-time final registration award in the amount of
18 the remaining national board registration fee paid by the
19 teacher if the teacher notifies the department of the teacher's
20 certification achievement and submits any documentation
21 requested by the department.

22 Sec. 36. Section 256.44, subsection 1, paragraph b,
23 subparagraph (1), subparagraph division (b), Code 2011, is
24 amended to read as follows:

25 (b) If the teacher registers for national board for
26 professional teaching standards certification ~~between January~~
27 ~~1, 1999, and December 31, 2007,~~ and achieves certification
28 within the timelines and policies established by the national
29 board for professional teaching standards, an annual award in
30 the amount of two thousand five hundred dollars upon achieving
31 certification by the national board of professional teaching
32 standards.

33 DIVISION XI

34 EARLY CHILDHOOD LITERACY

35 Sec. 37. Section 256.7, Code Supplement 2011, is amended by

1 adding the following new subsection:

2 NEW SUBSECTION. 32. By July 1, 2013, adopt by rule
3 guidelines for school district implementation of section
4 279.69, including but not limited to basic levels of reading
5 proficiency on approved assessments and identification of tools
6 that school districts may use in evaluating and reevaluating
7 any student who may be or who is determined to be deficient in
8 reading, including but not limited to initial assessments and
9 subsequent assessments, alternative assessments, and portfolio
10 reviews. The state board shall adopt standards that provide
11 a reasonable expectation that a student's progress toward
12 reading proficiency under section 279.69 is sufficient to
13 master appropriate grade four level reading skills prior to the
14 student's promotion to grade four.

15 Sec. 38. Section 256.9, subsection 53, Code Supplement
16 2011, is amended by adding the following new paragraph:

17 NEW PARAGRAPH. c. Establish, subject to an appropriation
18 of sufficient funds by the general assembly, an Iowa reading
19 research center to apply current research on literacy to
20 provide for the development and dissemination of all of the
21 following:

- 22 (1) Promising instructional strategies in reading.
23 (2) Reading assessments.
24 (3) Professional development strategies and materials
25 aligned with current and emerging best practices for the
26 teaching of reading.

27 Sec. 39. Section 279.60, Code 2011, is amended to read as
28 follows:

29 **279.60 ~~Kindergarten assessment~~ Assessments — access to data**
30 **— reports.**

31 1. Each school district shall administer a kindergarten
32 readiness assessment prescribed by the department of education
33 to every resident prekindergarten or four-year-old child whose
34 parent or guardian enrolls the child in the district.

35 2. Each school district shall administer the dynamic

1 indicators of basic early literacy skills kindergarten
2 benchmark assessment or other kindergarten benchmark assessment
3 adopted by the department of education in consultation with
4 the early childhood Iowa state board to every kindergarten
5 student enrolled in the district not later than the date
6 specified in section 257.6, subsection 1. The school district
7 shall also collect information from each parent, guardian,
8 or legal custodian of a kindergarten student enrolled in the
9 district, including but not limited to whether the student
10 attended preschool, factors identified by the early childhood
11 Iowa office pursuant to section 256I.5, and other demographic
12 factors. Each school district shall report the results of
13 the assessment and the preschool information collected to
14 the department of education in the manner prescribed by the
15 department not later than January 1 of that school year. The
16 early childhood Iowa office in the department of management
17 shall have access to the raw data. The department shall review
18 the information submitted pursuant to this section and shall
19 submit its findings and recommendations annually in a report to
20 the governor, the general assembly, the early childhood Iowa
21 state board, and the early childhood Iowa area boards.

22 Sec. 40. NEW SECTION. 279.69 Student progression —
23 remedial instruction — reporting requirements — promotion.

24 1. *Reading deficiency and parental notification.*

25 a. A school district shall provide intensive reading
26 instruction to any student who exhibits a substantial
27 deficiency in reading, based upon locally determined or
28 statewide assessments conducted in kindergarten or grade one,
29 grade two, or grade three, or through teacher observations,
30 immediately following the identification of the reading
31 deficiency. The student's reading proficiency shall be
32 reassessed by locally determined and statewide assessments.
33 The student shall continue to be provided with intensive
34 reading instruction until the reading deficiency is remedied.

35 b. The parent or guardian of any student in kindergarten

1 through grade three who exhibits a substantial deficiency in
2 reading, as described in paragraph "a", shall be notified at
3 least annually in writing of the following:

4 (1) That the child has been identified as having a
5 substantial deficiency in reading.

6 (2) A description of the services currently provided to the
7 child.

8 (3) A description of the proposed supplemental
9 instructional services and supports that the school district
10 will provide to the child that are designed to remediate the
11 identified area of reading deficiency.

12 (4) Strategies for parents and guardians to use in helping
13 the child succeed in reading proficiency, including but not
14 limited to the promotion of parent-guided home reading.

15 2. *Successful progression for early readers.* A school
16 district shall do all of the following:

17 a. Provide students who are identified as having a
18 substantial deficiency in reading under subsection 1, paragraph
19 "a", with intensive instructional services and supports,
20 free of charge, to remediate the identified areas of reading
21 deficiency, including a minimum of a daily ninety-minute block
22 of scientific-research-based reading instruction and other
23 strategies prescribed by the school district which may include
24 but are not limited to the following:

25 (1) Small group instruction.

26 (2) Reduced teacher-student ratios.

27 (3) More frequent progress monitoring.

28 (4) Tutoring or mentoring.

29 (5) Extended school day, week, or year.

30 (6) Summer reading programs.

31 b. At regular intervals, apprise the parent or guardian of
32 academic and other progress being made by the student and give
33 the parent or guardian other useful information.

34 c. In addition to required reading enhancement and
35 acceleration strategies, provide parents of students who are

1 identified as having a substantial deficiency in reading under
2 subsection 1, paragraph "a", with a plan outlined in a parental
3 contract, including participation in regular parent-guided home
4 reading.

5 d. Establish a reading enhancement and acceleration
6 development initiative designed to offer intensive accelerated
7 reading instruction to each kindergarten through grade three
8 student who is assessed as exhibiting a substantial deficiency
9 in reading. The initiative shall comply with all of the
10 following criteria:

11 (1) Be provided to all kindergarten through grade three
12 students who exhibit a substantial deficiency in reading under
13 this section. The assessment initiative shall measure phonemic
14 awareness, phonics, fluency, vocabulary, and comprehension.

15 (2) Be provided during regular school hours in addition to
16 the regular reading instruction.

17 (3) Provides a reading curriculum that meets guidelines
18 adopted pursuant to section 256.7, subsection 32, and at a
19 minimum has the following specifications:

20 (a) Assists students assessed as exhibiting a substantial
21 deficiency in reading to develop the skills to read at grade
22 level.

23 (b) Provides skill development in phonemic awareness,
24 phonics, fluency, vocabulary, and comprehension.

25 (c) Includes a scientifically based and reliable
26 assessment.

27 (d) Provides initial and ongoing analysis of each student's
28 reading progress.

29 (e) Is implemented during regular school hours.

30 (f) Provides a curriculum in core academic subjects to
31 assist the student in maintaining or meeting proficiency levels
32 for the appropriate grade in all academic subjects.

33 e. Report to the department of education the specific
34 intensive reading interventions and supports implemented by the
35 school district pursuant to this section. The department shall

1 annually prescribe the components of required or requested
2 reports.

3 3. *Promotion to grade four.* In determining whether to
4 promote a student in grade three to grade four, a school
5 district shall place significant weight on any reading
6 deficiency identified pursuant to subsection 1, paragraph "a",
7 that is not yet remediated. The school district shall also
8 weigh the student's progress in other subject areas, as well as
9 the student's overall intellectual, physical, emotional, and
10 social development. A decision to retain a student in grade
11 three shall be made only after direct personal consultation
12 with the student's parent or guardian and after the formulation
13 of a specific plan of action to remedy the student's reading
14 deficiency.

15 DIVISION XII

16 INSTRUCTIONAL TIME PILOT PROJECT

17 Sec. 41. NEW SECTION. 256.41 Instructional time pilot
18 project.

19 1. Beginning July 1, 2013, an instructional time pilot
20 project is established to study the effectiveness of extra
21 instructional time for prekindergarten through grade twelve.
22 The instructional time pilot project shall be administered by
23 the department of education.

24 2. a. The department shall establish an application process
25 for school districts for the instructional time pilot project.
26 Applications from school districts shall be submitted to the
27 department by October 1, 2012. The department shall approve or
28 deny all applications by December 1, 2012.

29 b. A school district shall describe in its application the
30 student populations and schools to be included in the pilot
31 project, and the school district's reasons for such inclusions.

32 c. A school district shall describe in its application its
33 specific goals regarding increased effectiveness in education
34 for the use of extra instructional time through the pilot
35 project.

1 *d.* The department shall develop a method for scoring
2 applications for the pilot project from school districts.
3 In scoring applications, the department shall consider the
4 geographic diversity and student population size of the
5 applying school districts.

6 3. The number of participating students in the
7 instructional time pilot project shall not exceed seven percent
8 of the total student enrollment in school districts statewide
9 in prekindergarten through grade twelve for the school year
10 ending June 30, 2012. The number of participating students in
11 the pilot project in a school district shall not exceed ten
12 percent of the total student population for prekindergarten
13 through grade twelve in the district for the school year ending
14 June 30, 2012. The total number of students participating in
15 the pilot project who are enrolled in a school district during
16 a school year shall not exceed ten percent of the total number
17 of students participating in the pilot project statewide during
18 the school year.

19 4. Notwithstanding section 256.7, subsection 19; section
20 279.10, subsection 1; or any other provision of law to the
21 contrary, for the purposes of a student participating in the
22 instructional time pilot project:

23 *a.* The school year for a school district shall begin on July
24 1 and end on July 30 and each school calendar shall include not
25 less than one thousand forty-five hours of instruction during
26 the school calendar year. The board of directors of a school
27 district shall set the number of days of required attendance
28 for the school calendar year as provided in section 299.1,
29 subsection 2.

30 *b.* The state board of education shall define instructional
31 hours as time spent with a licensed teacher that shall be
32 exclusive of the lunch period and parent-teacher conferences,
33 but may include passing time between classes.

34 5. The department shall submit a report to the general
35 assembly, annually by December 15, on the instructional

1 time pilot project. The report shall include the number of
2 participating students in each school district, project data
3 broken down by school district, findings and outcomes from the
4 project, and policy recommendations regarding instructional
5 time.

6 6. The department shall adopt rules pursuant to chapter 17A
7 necessary to administer this section.

8 7. This section is repealed June 30, 2016.

9 Sec. 42. Section 257.11, Code 2011, is amended by adding the
10 following new subsection:

11 NEW SUBSECTION. 11. *Instructional time pilot project.*

12 a. In order to provide additional funds for school districts
13 in which pupils participate in the instructional time pilot
14 project established in section 256.41, a supplementary
15 weighting plan for determining enrollment is adopted.

16 b. Pupils participating in the instructional time pilot
17 project are assigned a supplementary weighting of five
18 one-hundredths.

19 c. This subsection is repealed June 30, 2016.

20 DIVISION XIII

21 PARENT LIAISON COUNSELOR PILOT PROGRAM

22 Sec. 43. NEW SECTION. 280.30 **Parent liaison counselor pilot**
23 **program.**

24 1. A parent liaison counselor pilot program is established
25 to be administered by the department of education. An
26 attendance center in a school district identified by the
27 department of education as a persistently lowest-achieving
28 school shall employ one parent liaison counselor. A parent
29 liaison counselor shall be a teacher or guidance counselor
30 licensed under chapter 272 or a social worker licensed pursuant
31 to chapter 154C.

32 2. For purposes of this section, "*targeted students*"
33 includes students in special education, students in
34 individualized education programs, students from families with
35 a family income at or below two hundred percent of the federal

1 poverty level as defined by the most recently revised poverty
2 income guidelines published by the United States department of
3 health and human services, students with ongoing attendance
4 issues, and other at-risk student populations identified by the
5 department of education.

6 3. A parent liaison counselor shall have the following
7 duties:

8 a. Meeting and working with targeted students and the
9 parents of targeted students, whether at a student's home or
10 in a student's school, regarding course selection, career
11 planning, educational needs which are not being met, special
12 needs, services and resources available outside of school,
13 and any other matters relevant to improving learning and
14 achievement of targeted students.

15 b. For targeted students in middle school, focusing
16 primarily on helping targeted students and the parents of
17 targeted students with advance planning and course selection
18 for high school.

19 4. The department of education shall adopt measures for the
20 purpose of assessing the effectiveness of the parent liaison
21 counselor pilot program.

22 5. The department of education shall submit a report to
23 the general assembly, annually by December 15, on the parent
24 liaison counselor pilot program.

25 6. This section is repealed June 30, 2016.

26 DIVISION XIV

27 CLASS SHARING AGREEMENTS

28 Sec. 44. Section 257.11, subsection 3, Code 2011, is amended
29 by adding the following new paragraph:

30 NEW PARAGRAPH. c. A school district that collaborates with
31 a community college to provide a college-level class that uses
32 an activities-based, project-based, and problem-based learning
33 approach and that is offered through a partnership with a
34 nationally recognized provider of rigorous and innovative
35 science, technology, engineering, and mathematics curriculum

1 for schools, which provider is exempt from taxation under
2 section 501(c)(3) of the Internal Revenue Code, is eligible to
3 receive additional weighting under a supplementary weighting
4 plan adopted pursuant to this subsection.

5 DIVISION XV

6 PRACTITIONER PREPARATION PROGRAM ASSESSMENTS

7 Sec. 45. Section 256.16, subsection 1, paragraph a, Code
8 2011, is amended to read as follows:

9 a. (1) Administer a basic skills test a preprofessional
10 skills test offered by a nationally recognized testing service
11 to practitioner preparation program admission candidates.
12 Rules adopted shall require institutions to deny admission to
13 the program to any candidate who does not successfully pass the
14 test.

15 (2) Administer, prior to a student's completion of the
16 practitioner preparation program, subject assessments designed
17 by a nationally recognized testing service that measure
18 pedagogy and knowledge of at least one subject area. A student
19 shall not successfully complete the program unless the student
20 successfully passes the assessments administered pursuant to
21 this subparagraph.

22 DIVISION XVI

23 STATE MANDATE

24 Sec. 46. STATE MANDATE FUNDING SPECIFIED. In accordance
25 with section 25B.2, subsection 3, the state cost of requiring
26 compliance with any state mandate included in this Act shall
27 be paid by a school district from the state school foundation
28 aid received by the school district under section 257.16.
29 This specification of the payment of the state cost shall be
30 deemed to meet all of the state funding-related requirements of
31 section 25B.2, subsection 3, and no additional state funding
32 shall be necessary for the full implementation of this Act
33 by and enforcement of this Act against all affected school
34 districts.

35 EXPLANATION

1 This bill relates to programs and activities under
2 the purview of the department of education, the board of
3 educational examiners, school districts, and accredited
4 nonpublic schools.

5 DIVISION I — COMPETENCY-BASED INSTRUCTION. 2011 Iowa Acts,
6 chapter 71 (SF 453), directs the state board of education to
7 adopt rules requiring public and accredited nonpublic high
8 schools to consider any student who satisfactorily completes a
9 high school-level unit to have satisfactorily completed a unit
10 of the high school graduation requirements for that subject
11 matter area and to issue high school credit for the unit to
12 the student. This requirement is limited to the subjects of
13 English or language arts, mathematics, science, or social
14 studies. The bill removes that limitation.

15 The bill permits a school district or accredited nonpublic
16 school to allow high school credit to be awarded to a student
17 upon the demonstration of required competencies for a course or
18 content area, as approved by an appropriately licensed teacher.
19 The bill specifies that the school district or accredited
20 nonpublic school determines the assessment methods by which
21 the student demonstrates sufficient evidence of the required
22 competencies.

23 The bill defines "unit" for the purposes of course
24 requirements for students in public and nonpublic schools in
25 grades 9 through 12. To qualify as a unit, a course must be
26 taught for at least 200 minutes per week for 36 weeks or be
27 taught for the equivalent of 120 hours of instruction.

28 The bill provides that a student will receive credit or
29 partial credit upon successful completion of a course which
30 meets one of the criteria for "unit" as defined in the bill
31 or related components equivalent to a course which meets one
32 of the criteria. Partial credit must be calculated in a
33 manner consistent with the criteria set out in the bill. The
34 bill further provides that a student may receive credit on a
35 performance basis through the administration of an assessment,

1 provided the assessment covers the competencies ordinarily
2 included in the regular course.

3 DIVISION II — CORE CURRICULUM FRAMEWORK AND CORE CONTENT
4 STANDARDS. The bill establishes the core curriculum framework
5 and core content standards advisory council under the
6 department of education. The council is required to make
7 recommendations to the general assembly regarding necessary
8 changes to the core curriculum and core content standards
9 with the goal of improving student achievement and academic
10 growth. The council is also directed to promote any objectives
11 established by law in making recommendations. Members of the
12 council serve without compensation but may be reimbursed for
13 their actual expenses incurred in the performance of their
14 duties.

15 The bill adds the subjects of music and other fine arts,
16 applied arts, foreign languages, physical education, character
17 education, and entrepreneurship education to the skills and
18 knowledge the core curriculum for kindergarten through grade 12
19 must address.

20 DIVISION III — REGIONAL PARENT ADVOCACY NETWORKS. The bill
21 requires the area education agency boards to establish regional
22 parent advocacy networks to create an integrated, accessible
23 set of community-wide resources to support learning and
24 development by July 1, 2013. The bill provides that a regional
25 parent advocacy network shall include at least one parent
26 representative from each school district in the area. The
27 bill provides that, in addition to any other responsibilities,
28 a regional parent advocacy network shall develop a plan for
29 better coordination between area education agencies, school
30 districts, and parents regarding children's mental health
31 services.

32 The bill requires area education agency administrators to
33 coordinate with the board of directors of each school district
34 in the area to facilitate the establishment and maintenance of
35 the regional parent advocacy networks. The bill directs the

1 board of directors of each school district, in coordination
2 with the area education agency administrator, to select at
3 least one representative from each school district in the area
4 to serve on the regional parent advocacy network. The bill
5 provides that if the board of directors of a school district
6 selects more than one parent representative to serve on the
7 regional parent advocacy network, the board shall select
8 a number of parent representatives such that each parent
9 representative represents 650 students, or as close to that
10 number as is feasible.

11 DIVISION IV — TEACHER AND ADMINISTRATOR MATTERS. The bill
12 relates to teaching and administrator standards and teacher and
13 administrator preparation, licensure, professional development,
14 and evaluation.

15 The bill directs the state board to submit recommendations
16 regarding Iowa teaching and administration standards to the
17 general assembly by January 1, 2013; directs the director of
18 the department of education to develop a statewide teacher
19 evaluation system and a statewide administrator evaluation
20 system that school districts, charter schools, and accredited
21 nonpublic schools shall use to standardize the instruments
22 and processes used to evaluate teachers and administrators
23 throughout the state; provides for the creation of a task force
24 to conduct a study regarding a statewide teacher evaluation
25 system and a statewide administrator evaluation system; and
26 requires that public school teachers and administrators be
27 evaluated annually rather than every three years; with the
28 first two years' evaluations of teachers conducted by a peer
29 group of teachers, and the third year conducted by at least one
30 person who holds a valid certification issued for successfully
31 completing an evaluator training program. Peer group reviews
32 shall be informal and formative, and cannot be used as the
33 basis for a recommendation that the teacher participate in an
34 intensive assistance program or for compensation, promotion,
35 layoff, or termination purposes.

1 The bill sets out the minimum components of the statewide
2 teacher evaluation system to be used by school districts,
3 charter schools, and accredited nonpublic schools. The
4 components include direct observation of classroom teaching
5 behaviors, balanced consideration of student outcome measures,
6 integration of the Iowa teaching standards, and system
7 applicability to teachers in all content areas taught in a
8 school.

9 The statewide educator evaluation system task force
10 must submit its findings, recommendations, and a proposal
11 for a statewide teacher evaluation system and a statewide
12 administrator evaluation system to the general assembly
13 by October 15, 2012. The task force must include a tiered
14 evaluation system differentiating levels of teacher
15 effectiveness in its recommendations and proposal.

16 The bill requires the department of education, in
17 collaboration with the board of educational examiners and
18 the postsecondary institutions with approved administrator
19 preparation programs located in this state, to convene an
20 administrator preparation and licensure review task force to
21 identify and recommend measures to improve Iowa's administrator
22 preparation and licensure practices; requires the department
23 to convene an Iowa teaching standards and criteria review
24 task force to identify and recommend measures to improve
25 the Iowa teaching standards and criteria, and the educator
26 evaluations conducted based on the Iowa teaching standards;
27 requires teacher quality committees to meet at least quarterly
28 and provide leadership in the development and adoption of
29 professional development plans and activities, and engage in
30 leading knowledgeable and responsive professional development
31 for the school district or area education agency; directs the
32 department to coordinate a statewide network of professional
33 development for Iowa teachers which collaborates with teacher
34 quality committees and annually provides the committees with
35 best practices in professional development that address unique

1 local needs and school district learning goals identified
2 by local school boards, administrators, and teacher quality
3 committees; and requires school districts to set aside not less
4 than two hours per instructional week to allow practitioners to
5 collaborate with each other to deliver educational programs and
6 assess student learning.

7 The administrator preparation and licensure review task
8 force must identify measures to increase the quality of the
9 administrator mentoring and induction experience; determine
10 a timeline and identify barriers to incorporating into the
11 requirements for administrator preparation program approval
12 research-based practices that promote student achievement;
13 identify the necessary components of separate license and
14 endorsement requirements for principals at the prekindergarten
15 through grade 6 level and at the grade 7 through 12 level; and
16 identify the components necessary for endorsements in certain
17 specialty areas.

18 The task force shall consist of teachers, administrators,
19 and representatives of the department of education, the board
20 of educational examiners, school administrators of Iowa,
21 and approved practitioner preparation institutions. The
22 department, the board, and the postsecondary institutions
23 with approved administrator preparation programs located in
24 this state may mutually agree to appoint other education
25 stakeholders as task force members.

26 The task force shall meet quarterly and shall submit its
27 findings and recommendations, including recommendations
28 for changes to the Iowa Code as appropriate, to the general
29 assembly by November 15, 2013.

30 The Iowa teaching standards and criteria review task force,
31 mentioned earlier, shall consist of teachers, administrators,
32 and representatives of the department of education, the
33 board of educational examiners, an organization representing
34 teachers, accredited institutions of higher education, and
35 any other appropriate educational stakeholders. The task

1 force shall submit its findings and recommendations, including
2 recommendations for changes to the Iowa Code as appropriate, to
3 the general assembly by November 15, 2012.

4 The bill repeals a Code provision that established a career
5 ladder pilot program to be administered by the department of
6 education from 2007 through 2009. The final report on the
7 pilot program was submitted to the general assembly in March
8 2010.

9 DIVISION V — TOBACCO PROHIBITED ON SCHOOL GROUNDS. The bill
10 provides that the use of nicotine products by any student, or
11 by anyone on school grounds, is prohibited. For a violation of
12 the provision, the school board may suspend or expel a student,
13 may remove a person, and may bar the person's future presence
14 on school grounds.

15 The bill defines "nicotine product" as any product
16 containing nicotine or any other preparation of tobacco
17 not described in Code section 453A.1, and any product or
18 formulation of matter containing biologically active amounts
19 of nicotine that is manufactured, sold, offered for sale, or
20 otherwise distributed with the expectation that the product
21 or matter will be introduced into the human body. "Nicotine
22 product" does not include any cessation product specifically
23 approved by the United States food and drug administration for
24 use in reducing, treating, or eliminating nicotine or tobacco
25 dependence.

26 DIVISION VI — ONLINE LEARNING. The bill relates to the
27 development, establishment, and approval of learning programs
28 delivered online by school districts, charter schools, and
29 accredited nonpublic schools.

30 The bill requires the director of the department of
31 education to develop and establish an online learning program
32 model that meets the telecommunications-related requirements of
33 Code section 256.7, subsections 7, 8, and 9. The bill amends
34 those subsections to provide that the current requirements for
35 telecommunications apply to educational instruction and content

1 delivery primarily over the internet, but adds that such
2 coursework must be rigorously aligned to the core curriculum
3 and core content standards.

4 The bill specifies that rules adopted by the state board of
5 education provide that not more than 50 percent of a student's
6 coursework may be delivered over the internet except when it
7 is medically necessary for a student to take an extended leave
8 of absence from the classroom.

9 The bill establishes an Iowa learning online initiative
10 within the department of education to partner with school
11 districts to provide distance education to high school students
12 statewide. Under the initiative, students are enrolled in
13 a participating school district, which is responsible for
14 recording grades received for initiative coursework in a
15 student's permanent record, awarding high school credit for
16 initiative coursework, and issuing high school diplomas to
17 students enrolled in the district who completed coursework
18 under the initiative. Each participating school shall identify
19 a site coordinator to serve as a student advocate and as a
20 liaison between the initiative staff and teachers and the
21 school district.

22 Coursework offered under the initiative shall be rigorous
23 and high quality, and the department shall annually evaluate
24 the quality of the courses, ensure that coursework is aligned
25 with the state's core curriculum and core content requirements
26 and standards, as well as national standards of quality
27 for online courses issued by an internationally recognized
28 association for kindergarten through grade 12 online learning.

29 The bill makes conforming changes.

30 DIVISION VII — BOARD OF EDUCATIONAL EXAMINERS PROVISIONS.

31 The bill provides that the governor appoints the executive
32 director of the board of educational examiners subject to
33 confirmation by the senate. The executive director shall
34 possess a background in education licensure and administrative
35 experience and shall serve at the pleasure of the governor.

1 Currently the director is hired by the board.

2 The bill increases the duration of the student teaching
3 experience to 14 weeks from 12, and requires the practitioner
4 preparation program to make every reasonable effort to offer
5 the experience prior to the student's last semester in the
6 program, and to expand the student teaching opportunities
7 beyond one semester.

8 DIVISION VIII — SCHOOL ADMINISTRATION MANAGER. The bill
9 provides for the authorization of individuals to act as school
10 administration managers who successfully complete training
11 and meet board of educational examiners standards in order to
12 assist school principals in performing noninstructional duties.

13 DIVISION IX — STATE BOARD OF REGENTS PROVISIONS. The bill
14 directs the state board of regents to develop a program for
15 implementing continuous improvement methodologies in every
16 undergraduate course offered by the regents universities. For
17 courses with enrollments of 300 or more annually, whether in
18 one or multiple sections, continuous improvement plans shall
19 be developed and implemented beginning in the fall semester of
20 2013. The board shall annually evaluate the effectiveness of
21 the methodologies and plans and shall submit its findings and
22 recommendations in a report to the general assembly by November
23 1.

24 Beginning December 1, 2012, the state board must conduct
25 annually a study relating to the admission requirements common
26 to the state universities' practitioner preparation programs
27 and the cumulative grade point averages of all students
28 entering and exiting the programs. The board must make
29 every reasonable effort to coordinate with accredited private
30 institutions to include student data for those institutions.
31 The study shall include, as applicable, the progress of
32 such students toward meeting student teaching and graduation
33 requirements, success in obtaining teaching licenses, knowledge
34 of content areas, and employment as practitioners in this
35 state. The board shall submit its findings and recommendations

1 to the general assembly by December 1 annually.

2 The bill establishes a science, technology, engineering, and
3 mathematics (STEM) collaborative initiative at the university
4 of northern Iowa for purposes of supporting activities directly
5 related to recruitment of prekindergarten through grade 12
6 mathematics and science teacher for ongoing mathematics and
7 science programming for students enrolled in prekindergarten
8 through grade 12. The collaborative initiative shall
9 prioritize student interest in achievement in STEM areas;
10 reach every student and teacher in every school district in
11 the state; identify, recruit, prepare, and support the best
12 mathematics and science teachers, and to sustain exemplary
13 programs through the university's Iowa mathematics and science
14 education partnership. The university shall collaborate with
15 the community colleges to develop STEM professional development
16 programs for community college instructors and for purposes of
17 STEM curricula development.

18 Subject to an appropriation of sufficient funds by the
19 general assembly, the initiative shall administer regional
20 STEM networks for Iowa; a focused array of the best STEM
21 enrichment opportunities; and statewide STEM programming
22 designed to increase participation of students and teachers
23 in successful learning experiences, to increase the number
24 of science, technology, engineering, and mathematics-related
25 teaching majors offered by the state's universities, to
26 elevate public awareness of the opportunities, and to increase
27 collaboration and partnerships. The initiative shall evaluate
28 the effectiveness of programming to document best practices.

29 DIVISION X — NATIONAL BOARD FOR PROFESSIONAL TEACHING
30 STANDARDS AWARDS. The bill eliminates the end dates for
31 the national board for professional teaching standards
32 certification one-time reimbursement awards and the annual
33 awards. The term of eligibility for the annual award is 10
34 years or for the years in which the individual maintains a
35 valid certificate, whichever time period is shorter.

1 DIVISION XI — EARLY CHILDHOOD LITERACY. The bill provides
2 for early grade student assessments for reading deficiencies
3 and parental notification of reading deficiencies.

4 The bill requires the state board of education to adopt
5 guidelines by July 1, 2013, for implementation of the new
6 Code provision established by the bill relating to student
7 progression, retention, and remedial instruction, including
8 but not limited to basic levels of reading proficiency
9 on approved assessments and identification of tools that
10 school districts may use in evaluating and reevaluating any
11 student who may be or who is determined to be deficient in
12 reading, including but not limited to initial assessments and
13 subsequent assessments, alternative assessments, and portfolio
14 reviews. The state board must adopt standards that provide a
15 reasonable expectation that a student's progress toward reading
16 proficiency is sufficient to master appropriate grade four
17 level reading skills prior to the student's promotion to grade
18 four.

19 The director of the department of education is required to
20 establish, subject to an appropriation of state funds, an Iowa
21 reading research center for the application of current research
22 on literacy.

23 School districts must administer a kindergarten readiness
24 assessment prescribed by the department to every resident
25 prekindergarten and four-year-old who is enrolled in the
26 district, and must provide intensive reading instruction to
27 students who exhibit a substantial deficiency in reading, based
28 upon locally determined or statewide assessments conducted
29 in kindergarten or grade one, grade two, or grade three,
30 or through teacher observations. The student's reading
31 proficiency shall be reassessed following the intensive reading
32 instruction. The student shall continue to be provided with
33 intensive reading instruction until the reading deficiency is
34 remedied.

35 School districts must notify at least annually, in writing,

1 the parent or guardian of a student who exhibits a substantial
2 deficiency in reading, the district's determination that
3 the child is deficient in reading, descriptions of the
4 services currently provided to the child and of the proposed
5 supplemental instructional services and supports that the
6 school district will provide to the child to remediate the
7 deficiency; and strategies for parents and guardians to use in
8 helping the child succeed in reading proficiency.

9 The intensive supports that a school district must provide
10 free of charge include a minimum of a 90-minute block of
11 scientific-research-based reading instruction and other
12 strategies which may include but are not limited to small group
13 instruction; reduced teacher-student ratios; more frequent
14 progress monitoring; tutoring or mentoring; extended school
15 day, week, or year; and summer reading programs.

16 At regular intervals, the school district shall provide
17 a report to the parent or guardian apprising the parent or
18 guardian of academic and other progress being made by the
19 student and giving other useful information.

20 In addition to required reading enhancement and acceleration
21 strategies, school districts must provide parents and guardians
22 of reading-deficient students with instructional options
23 such as a plan outlined in a parental contract, including
24 participation in regular parent-guided home reading.

25 School districts must also establish a reading enhancement
26 and acceleration development initiative designed to offer
27 intensive accelerated reading instruction to each kindergarten
28 through grade three student who is assessed as exhibiting
29 a substantial deficiency in reading. The initiative shall
30 measure phonemic awareness, phonics, fluency, vocabulary, and
31 comprehension; be provided during regular school hours in
32 addition to regular reading instruction; provide a reading
33 curriculum that meets the state board's guidelines and, at
34 a minimum, assists students in developing the ability to
35 read at grade level; provide skill development in phonemic

1 awareness, phonics, fluency, vocabulary, and comprehension;
2 include scientifically based and reliable assessment; and
3 provide initial and ongoing analysis of each student's reading
4 progress; be implemented during regular school hours; and
5 provide a curriculum in core academic subjects to assist the
6 student in maintaining or meeting proficiency levels for the
7 appropriate grade in all academic subjects.

8 Each school district shall report to the department
9 the specific intensive reading interventions and supports
10 implemented by the school district.

11 DIVISION XII — INSTRUCTIONAL TIME PILOT PROJECT. The bill
12 establishes an instructional time pilot project to study the
13 effectiveness of extra instructional time for prekindergarten
14 through grade 12. The project begins July 1, 2013, and shall
15 be administered by the department of education.

16 The bill requires the department of education to establish
17 an application process for school districts for the
18 instructional time pilot project. The bill provides that
19 applications shall be submitted to the department by October
20 1, 2012, and approved or denied by December 1, 2012. The bill
21 provides that an application shall include a description of the
22 student populations and schools to be included in the project
23 and the specific goals regarding increased effectiveness
24 in education the school district has for the project. The
25 bill requires the department to develop a method for scoring
26 applications for the project from school districts.

27 The bill includes restrictions on the number of students who
28 may participate in the project statewide and per district.

29 The bill provides that notwithstanding any other provision
30 of law to the contrary, for the purposes of a student
31 participating in the instructional time pilot project, the
32 school year for a school district shall begin on July 1 and end
33 on July 30 and each school calendar shall include not less than
34 1,045 hours of instruction during the school calendar year,
35 with instructional hours defined as time spent with a licensed

1 teacher with certain exceptions.

2 The bill requires the department of education to submit an
3 annual report on the instructional time pilot project to the
4 general assembly. The bill requires the department to adopt
5 rules necessary to administer the bill.

6 The bill provides that for the purpose of state education
7 funding per student for school districts, students who
8 participate in the instructional time pilot project are
9 assigned a supplementary weighting of five one-hundredths.

10 The bill's provisions relating to the pilot project are
11 repealed June 30, 2016.

12 DIVISION XIII — PARENT LIAISON COUNSELOR PILOT PROGRAM.

13 The bill establishes a parent liaison counselor pilot program
14 to be administered by the department of education. The
15 bill requires an attendance center in a school district
16 identified by the department of education as a persistently
17 lowest-achieving school to employ one parent liaison counselor.
18 A parent liaison counselor shall be a licensed teacher,
19 guidance counselor, or social worker.

20 A parent liaison counselor is required to meet and work
21 with targeted students and the parents of targeted students,
22 whether at a student's home or in a student's school, regarding
23 course selection, career planning, educational needs which are
24 not being met, special needs, services and resources available
25 outside of school, and any other matters relevant to improving
26 learning and achievement of targeted students. The bill
27 provides that for targeted students in middle school, a parent
28 liaison counselor shall focus primarily on helping with advance
29 planning and course selection for high school.

30 A "targeted student" for the purposes of the bill includes
31 students in special education, students in individualized
32 education programs, students from families with a family income
33 at or below 200 percent of the federal poverty level, students
34 with ongoing attendance issues, and other at-risk student
35 populations identified by the department of education.

1 The bill requires the department of education to submit an
2 annual report on the parent liaison counselor pilot program
3 to the general assembly by December 15. The bill requires
4 the department to adopt measures necessary to assess the
5 effectiveness of the program.

6 The bill's provisions relating to the pilot program are
7 repealed June 30, 2016.

8 DIVISION XIV — CLASS SHARING AGREEMENTS. The bill
9 expands eligibility for the supplementary weighting plan for
10 district-to-community college sharing and concurrent enrollment
11 programs to allow a school district that collaborates with
12 a community college for a college-level class that uses an
13 activities-based, project-based, and problem-based learning
14 approach and that is offered through a partnership with a
15 nationally recognized provider of rigorous and innovative
16 science, technology, engineering, and mathematics curriculum
17 for schools, which provider is exempt from taxation under
18 section 501(c)(3) of the Internal Revenue Code, to qualify
19 to receive additional weighting for students enrolled in the
20 class.

21 DIVISION XV — PRACTITIONER PREPARATION PROGRAM ASSESSMENTS.
22 The bill requires that institutions with approved practitioner
23 preparation programs must administer a preprofessional skills
24 test, offered by a nationally recognized testing service to
25 practitioner preparation program, to admission candidates.
26 Candidates shall be denied admission if they cannot pass
27 the tests. They must also administer, prior to a student's
28 completion of the program, subject assessments, designed by a
29 nationally recognized testing service, that measure pedagogy
30 and knowledge of at least one subject area. A student shall
31 not successfully complete the program unless the student
32 successfully passes the assessments.

33 DIVISION XVI — STATE MANDATE. The bill may include a state
34 mandate as defined in Code section 25B.3. The bill requires
35 that the state cost of any state mandate included in the bill

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1 be paid by a school district from the state school foundation
2 aid received by the school district under Code section 257.16.
3 The specification is deemed to constitute state compliance with
4 any state mandate funding-related requirements of Code section
5 25B.2.